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Hon. Bette Stephenson, M.D., Minister
George R. Podrebarac, Deputy Minister

\$30 million budgeted for University Research Incentive Fund

Details of a \$30 million University Research Incentive Fund were recently announced.

The program, initially announced in the 1984 Ontario budget, is aimed at improving the research capacity of Ontario's universities and strengthening their partnership with industry.

Funded by the Board of Industrial Leadership and Development, the program will be administered by the Ministry of Colleges and Universities which will act as a broker to bring interested industrial and business corporations together with members of the university community to develop research projects.

The government will contribute one dollar for every two dollars provided by the private sector to research projects in a wide range of disciplines. The grants will be awarded on the basis of the quality of the projects and their potential economic impact in Ontario. Competitions will be held three times a year with the projects awarded by a selection committee composed of representatives from government, industry and universities. The members of the selection committee will be announced in the near future.

"In the months since the budget announcement, we have undertaken extensive discussions with senior representatives from the universities and from the private sector in developing the detailed program guidelines. Our goal has been to ensure that the University Research Incentive Fund program is as uncomplicated as possible, flexible and responsive to the needs of the university and private sector participants. This goal has been reflected in the program guidelines and application procedures which have been mailed to the universities and to over 1000 private sector corporations, industry associations and privately-supported research organizations across the province," Colleges and Universities minister Dr. Bette Stephenson said.

"The availability of these new resources will stimulate university research and development activities most relevant to the innovative demands of the economy. The fund is an incentive to business and industry to invest in research and development activities performed in Ontario universities," Dr. Stephenson said.

Grant requests must originate from an Ontario university or Ryerson Polytechnical Institute, and the institution must assume responsibility and accountability for the projects submitted.

An institution submitting an application to the fund does so on behalf of a partnership estab-

lished with a corporation or a consortium of corporations for a specific research project. Business enterprises eligible as partners are:

- Canadian corporations or subsidiaries of foreign owned firms operating in Ontario;

- Industry sponsored and financed research organizations;
- Crown corporations which have in an arm's length relationship with government.

The first awards under the program will be made early in the new year.



The Icon educational computer, given to Pope John Paul II during his visit to Ontario last fall, has, at the request of His Holiness, been installed at Bishop Belleau School in Moosonee. Trying out the Icon are, left to right, Derek Mulhern, Nicole Wheesk, Nancy Archibald, Craig Teberl, Sister Audrey and Father Brule. Because of his strong affinity for Native People His Holiness asked that the computer be given to a school with a predominantly native population.

George Podrebarac new Deputy



George R. Podrebarac was appointed Deputy Minister of the Ministry of Education and the Ministry of Colleges and Universities on November 1, 1984, after serving for one year as Deputy Minister of the Ministry of Cor-

rectional Services.

Prior to his appointment as Deputy Minister of Correctional Services he was Assistant Deputy Minister of Education Programs in the Ministry of Education. A former teacher and

principal, he also served in the Ministry's Curriculum Development and Special Education branches.

He began his career as an elementary school teacher in schools in Welland and Crowland in 1956 and five years later became the principal of an elementary school. He joined the Ministry in 1965 as a teaching master at the Peterborough Teachers' College and was later appointed principal of the Ontario Teacher Education College in Hamilton.

Mr. Podrebarac has served as a member of the Board of Governors of the Canadian Education Association (1980-1982); Board of Governors of the Ontario Institute for Studies in Education (1975-1979); Phi Beta Kappa (since 1971); and Chairman of the Welland Principal's Association (1965).

He holds a Doctor of Education degree from the University of Toronto (Ontario Institute for Studies in Education, 1982). A Master of Education from the State University of New York at Buffalo (1965), a Bachelor of Arts from McMaster University in Hamilton (1961).

During the summer the Leeds and Grenville County Board of Education offered a unique summer school history program entitled 'History On Wheels'. During the month of July, students had the opportunity to participate

History on wheels a summer feature of Leeds-Grenville board

in experiential field trips to museums and local historic sites. Emphasis was placed on trips and activities that stressed participation rather than observation.

This year the program featured a unique two-day stay at Homewood Museum, a restored Loyalist home, near Maitland, Ontario. The program was a joint effort between the Board, Homewood Museum, Parks Canada's Environment 2000 program and John Carter, Museum Advisor with the Ministry of Citizenship and Culture.

The first day involved a tour of the Museum and the arrival of 'soldiers' and 'campfollowers' from Environment 2000 to set up a military camp on the front lawn of the Museum. The students assisted in the setting up of military tents and the preparation of a stew for their evening meal. The afternoon was spent doing historic handicrafts: the making of old-fashioned toys and band boxes. Evening brought supper and a campfire around which the soldiers and students exchanged old ghost stories. The night was spent in the refurbished barn of the Museum on the floor in sleeping bags.

The second day was spent with John Carter, who demonstrated the art of digging out a water trough by hand and the making of cedar shingles and wooden pegs. Once shown the students were then able to take over and try their hand at these and other pioneer life skills.

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Arts group calls for coordinated approach to arts education

A coordinated and comprehensive approach to arts education in Ontario primary and secondary schools is necessary to enrich the lives of students, concludes the Ministry Arts Group in its discussion paper, "The Arts in Ontario Schools". "The implementation of a comprehensive program in the arts requires a common understanding of and commitment to the goals of arts education throughout the system," the paper states. "The need for a network of regional co-operation is essential to the effective delivery of programs in the arts."

The Ministry Arts Group, a 19-person panel of Ministry of Education education officers, an Ontario Arts Council arts education officer and the director of the arts branch of the Ministry of Citizenship and Culture, worked for a year and a half to plan the direction of arts in education activity. Regional education officers, superintendents of education, directors of education and coordinators of arts education programs met last March 28 and 29 to discuss the concerns set forth in a draft of the Ministry of Education's paper. Discussion of the issues will continue in a series of regional conferences to be held throughout the province: Eastern Ontario (Kingston, January 8 and 9); Mid-northern Ontario (Sault Ste. Marie, March 22, Sudbury, March 29); North-eastern Ontario (North Bay, February 21 and 22); Western Ontario April 26 and 27; North-western Ontario (place and date to be confirmed); and Central Ontario (date and location to be announced). Responses to the discussion paper will be collected and gathered into a revised report to be released during the 1985/86 school year.

"Ultimately, we're hoping to build a fraternity for the arts

committed to action with respect to arts in the school system," says Bob Barton, chairman of the Ministry Arts Group. "We want the arts to be aware of each other and support each other in the arts community within the school and beyond the school walls. We see the arts as a way to create valuable partnerships with other subjects in the school curriculum. They're already included in the curriculum, but they're under-represented. The arts play an important role in a balanced curriculum."

The discussion paper points out the need for increased opportunities for arts in-service for teachers, quality instruction in the arts, greater encouragement of children gifted in the arts, better delivery of arts programs, more links with local arts communities as resources and heightened awareness of the potential of careers in the arts. In specific areas, the paper urges a greater awareness of the role of drama in education; more emphasis on vocal-music programs; more artist-in-the-school programs, museum and gallery visits, and greater continuity in the teaching of visual arts. "The Arts in Ontario Schools" concludes: "Vibrant arts programs which permeate the total curriculum and involve co-operation among teachers and students at all levels can greatly enhance the quality of the school environment."

Inquiries about the discussion paper and responses to it should be directed to the regional director at Ministry Regional Offices throughout the province:

Central Ontario Region
Heron's Hill Building
Suite 3201,
2025 Sheppard Avenue East
Willowdale M2J 1W4

Eastern Ontario Region
4th Floor, 1580 Merivale Road
Nepean K2G 4B5

Midnorthern Ontario Region
7th Floor, 199 Larch Street
Sudbury P3E 5P9

Northeastern Ontario Region
P.O. Box 3020, 447 McKeown
Avenue
North Bay P1B 8K7

Northwestern Ontario Region
1st Floor, Ontario Government
Building
P.O. Box 5000, 435 James Street
South
Thunder Bay P7C 5G6

Western Ontario Region
759 Hyde Park Road
London N6H 3S6

Affirmative Action Incentive Fund established for boards

The Ministry of Education, in co-operation with the office of the Deputy Premier, has established an Affirmative Action Incentive Fund to encourage school boards to adopt affirmative action programs.

Under the program, the province will, in 1985 and 1986, pay school boards 75 percent of the cost of hiring an affirmative action coordinator up to a maximum of \$20,000 for the first year they participate and \$18,000 in the second year. School boards that already have affirmative action programs will not be eligible for a salary grant for their coordinator but will be eligible for funds to support special projects related to affirmative action.

In a memo to school board chairmen, Education Minister Dr. Bette Stephenson said that she is concerned about the relative absence of women in positions of added responsibility in Ontario's

Correspondence education section gets new name

The largest public independent study institution in Canada has been renamed.

Ontario's Correspondence Education section will now be called the INDEPENDENT LEARNING CENTRE.

Correspondence Education was created in 1926 to serve elementary students in isolated areas. When the program was extended to secondary courses, adults found the flexibility of this method of study ideally suited to their needs. The Centre serves more than 80,000 students.

Course design originally depended almost entirely on printed and written materials with the postal service providing delivery.

Utilization of high technology in both the development and delivery of courses has prompted the exclusion of the word correspondence from the name. While print will continue to play a significant role, telecommunications, audio and video tapes and microcomputers will increasingly become an integral part of the learning system.

The Independent Learning Centre currently offers over 190 elementary and secondary school courses in both official languages as well as courses in English as a Second Language. All courses are free to Ontario residents who qualify.

Distance education program developed for small schools

The Independent Learning Centre (formerly Correspondence Education) has developed a distance education program for use in small schools that do not employ a qualified electronics teacher. In 1981, with the co-operation of the Lake Superior Board of Education, Professor Ted Loney, former Head of Technology for the Faculty of Education at Queen's University, began to create courses in Basic and Digital Electronics at the Grade 11, general level. These courses would permit students to learn the fundamentals of design, construction and operation of electronics devices and equipment.

Professor Loney's experience and expertise, coupled with a commitment to high academic standards and careful courseware development, has enabled the Independent Learning Centre to produce two excellent distance education courses.

Instead of the normal form of classroom delivery, these courses employ the services of both a teacher as helper, and a volunteer electronics expert from the local community. The school equips the electronics learning centre, and the progress of each student

is managed and tested by a micro computer. The Independent Learning Centre provides the course materials — audio tapes, computer management software and student and helping manuals. It also assigns the school a distance education associate teacher who marks written tests and projects. The ILC grants students the course credit.

The Basic Electronics course has undergone four successful field tests in the secondary schools of Terrace Bay, Wawa, Moosonee, Lion's Head, Glenoe and Manitouwadge. The course will be released for use in small schools across Ontario in September, 1985. An essential component of course planning is the helpers' workshop which will be held in Toronto in March, 1985.

More information can be obtained by contacting:

John Harrison
Project Co-ordinator
Independent Learning Centre
909 Yonge St.
Toronto, Ontario M4W 3G2
Telephone: (416) 965-2657
Toll Free: 1-800-268-7065

school system. "While over half (53%) of full-time educators in Ontario's publicly supported schools are women, they represent only 14% of full-time principals and vice-principals. This is the case despite the fact that increasing numbers of women have demonstrated that they are not only interested in, but are qualified for, positions of added responsibility in our schools".

"School boards are in a unique position to act as role models for their staff and students, as well as for their communities. I am encouraged by the positive results which have been achieved by those boards which have implemented affirmative action programs, and I am confident that I can count on all boards to take whatever steps are necessary to ensure that the goal of equal employment opportunity for all women employees becomes a reality".

School boards have been asked to:

- adopt a formal policy of affirmative action for women employees;
- appoint a senior staff member to develop and co-ordinate an affirmative action plan, which would identify goals and time-tables for the hiring, promotion and training of women employees at all levels, including both teaching and non-teaching staff;
- collect and analyse data on the occupational and salary distribution of male and female staff, job competitions, projected vacancies, and staff training and development.

Boards will also be asked to submit to the Ministry a report on Affirmative Action for Women Employees. The report will form the basis of an annual report on affirmative action in school boards which will be tabled in the Legislature.



John MacKenzie

At the recent annual Conference of the Ontario School Counsellors' Association, Mr. John MacKenzie, Education Officer with the Curriculum Branch, Ministry of Education, was presented with the Morgan D. Parmenter Memorial Award. The award was established by the O.S.C.A. executive in 1968 as a continuing tribute to the memory of Morgan Parmenter and his significant contributions to guidance.

This award is presented at the association's annual conference to the person who has made an outstanding contribution to the field of guidance in Ontario.

Former Ministry of Education recipients were Mr. Frank Clute in 1969 and Mr. Rolland Fobert in 1978.

DECC formed to combat drug abuse

The Drug Education Coordinating Council (DECC) was formed in July this year of individual member organizations working together to address drug abuse problems. DECC has existed as a loose, ad hoc organization for many years. As a single group, it hopes to work collectively to promote drug education throughout Ontario.

Member organizations are: Ontario Association of Chiefs of Police, Addiction Research Foundation, Canadian/Ontario Home and School and Parent-Teacher Federations, Council on Drug Abuse, Alcohol and Drug Concerns Inc., Ontario Ministry of Education, Ontario Secondary School Headmasters' Council and Ontario Teachers' Federation.

Fred Burford, President of the Council on Drug Abuse, is DECC's first chairperson. For more information on DECC's activities, write to: Fred Burford, 30 Colwood Road, Islington M9A 4E4. Telephone (416) 231-1600.

University enrolment up by less than one percent

Full-time undergraduate enrolment at Ontario's 15 universities, Ryerson Polytechnical Institute and the Ontario College of Art increased by less than one percent this year.

Preliminary data shows that undergraduate enrolment increased by .85 percent.

Brock University, with a 10.38 percent undergraduate enrolment increase, was the highest in the province followed by Trent and Laurentian which both registered an increase of more than 6 percent. Enrolment at the University of Toronto declined by 2.84 percent.

Part-time undergraduate enrolment declined by .28 percent across the system while full-time graduate enrolment rose by .42 percent. Part-time graduate enrolment dropped by 1.15 percent.

Partners program expanded to include secondary schools

The Partners program will be closing the generation gap once again in an expanded version that was launched this fall.

Partners, initiated by the Secretariat for Social Development, joined together elementary school students and senior citizens in a variety of educational activities during 1984. With the theme, "Looking Back Ontario", seniors' organizations and elementary schools promoted a number of classroom and extra-curricular events to introduce history from the personal perspective of the senior citizens.

Among the many successful activities were the following:

- The Happy Hearts Club of Ripley, Ontario organized an inter-generational choir and a sculpting contest;
- Lucknow Central Public School sponsored a series of workshops by seniors, who taught mapmaking and dressmaking skills;
- Staff and residents of the Cedarbrook Lodge in Scarborough put on a historical film festival and "Bring and Brag" sessions for students;
- Seniors from Sandy Cove Acres, Lefroy, and students from Innisfil Public School performed together in a concert at the Ontario Place Forum.

This year Partners has been expanded to include secondary school students.

Curriculum Development Projects

Project	Coordinator	Division	Stage of Development Draft Validation	Production
A. Guidelines				
Anglais/English	J.W. Giroux (491-0330)	I, S		X
Business Studies	T. Tidey (965-2450)	I, S		X
Affaires et commerce	R. Cloutier (965-2665)	I, S		X
Classical Studies	M. Liebovitz (965-9672)	S	X	
Latin/Greek (OAC)	R. Millette (965-1802)	S	X	
Continuing Education	A. Kingstone (963-2782)		X	
Éducation permanente	L. Bradley (965-2665)		X	
Dramatic Arts (OAC)	J. Rahn (613-225-9210)	S		X
Expression dramatique (CPO)	R. Cloutier A. Lalonde (965-2665)	S	X	
English (3 OACs)	J. George (965-5658)	S		Distributed October 1984
Family Studies	S. Harrison (963-2491)	I, S		X
La famille	P. Lalonde (965-1802)	I, S		X
Français	R. Cloutier A. Lalonde (965-2665)	I, S	X	
French: OACs (Core, Extended, Immersion)	H. Mitchell (965-5986)	S	X	
Geography	R. Goddard (965-5653)	I, S	X	
Géographie	L. Bradley (965-2665)	I, S	X	
History/Contemporary Studies	D. Johnston (963-2491)	I, S	X	
Histoire/Études contemporaines	L. Bradley (965-2665)	I, S	X	
Mathematics	D. Alexander (965-9672)	I, S		X
Mathématiques	R. Cloutier (965-2665)	I, S		X
Modern Languages	H. Mitchell (965-5986)	I, S	X	
Langues vivantes	R. Millette (965-1802)	I, S	X	
Music	W. Wright (491-0330)	I, S	X	
Musique	R. Millette (965-1802)	I, S	X	
Personal Life Management	J. Metcalf (965-5986)	I, S		X
Préparation à la vie	R. Millette (965-1802)	I, S		X
Schools General (Circular)	J. Metcalf (965-5986)	P, J, I, S		X
Les fondements du programme scolaire (Circulaire)	R. Cloutier (965-2665)	P, M, I, S		X
Science	J. Bell (965-2680)	I, S	X	X
Sciences	L. Bradley (965-2665)	I, S	X	X
Technological Studies Overview (Part A)	G. Isford (963-2782)	I, S		X
Études technologiques Vue d'ensemble (Partie A)	L. Bradley (965-2665)	I, S		X
Technological Studies (Part B) (10 subject groups)	G. Isford (963-2782)	I, S		X
Études technologiques (Partie B) (10 groupes de matières)	L. Bradley (965-2665)	I, S		X
Technological Studies (Part C) (3 OACs)	G. Isford (963-2782)	S		X
Études technologiques (Partie C) (3 CPO)	L. Bradley (965-2665)	S		X
Visual Arts	A. Audet-Siewert (965-2177)	I, S		X
Arts visuels	A. Audet-Siewert (965-2177)	I, S		X
B. Support Documents				
Ages 9 through 12	B. Stahlke J. George (965-5658)	J		X

Continued on last page

Curriculum Development Project cont.

Project	Coordinator	Division	Stage of Development		
			Draft	Validation	Production
Les enfants de 9 à 12 ans	P. Lalonde (965-1802)	M	X		
Anglais	P. Lalonde (965-1802)	P, M	X		
Basically Right	J. George (965-5658)	I, S			Distributed Sept. 1984
Children's Literature (Growing with Books)	B. Barton (965-5619)	P, J	X		
Littérature pour jeunesse	P. Lalonde (965-1802)	P, J	X		
Discipline	J. Metcalf (965-5986)	I, S		X	
Discipline	J. W. Giroux (491-0330)	I, S		X	
Energy in Society Part II	J. Davis (965-5619)	I, S		X	
Énergie et société	A. Lalonde (965-2665)	I, S		X	
Energy: Sources and Systems	J. Davis (965-5619)	J		X	
Énergie: Sources et systèmes	P. Lalonde (965-1802)	M		X	
French: Basic Level Gr. 9-10	H. Mitchell (965-5986)	I	X		
French: General Level Gr. 9-10	H. Mitchell (965-5986)	I	X		
Guidance, Gr. 9 & 10	J. Mackenzie (965-3592)	I	X		
Orientation, 9 ^e et 10 ^e année	L. Bradley (965-2665)	I	X		
Histoire des Franco- ontariens	P. Lalonde (965-1802)	I	X		
History/French Exploration and Settlement in Ontario 1610-1978	B. Stahlke (965-5658)	I		X	
Image stéréotypée de la femme - bibliographie	R. Millette (965-1802)	P, M I, S			X
One Step at a Time: Career and Educational Explorations (Gr. 7 & 8)	J. Mackenzie (965-3592)	I			Distributed Sept. 1984
Une étape à la fois: Le choix d'une carrière (7 ^e et 8 ^e année)	J. W. Giroux (491-0330)	I			Distributed Oct. 1984
Physical Education	B. Johnston (965-2450)	P, J		X	
Éducation physique	P. Lalonde (965-1802)	P, M		X	
Project VIP-Values, Influences, and Peers	J. Davis (965-5619)	J			X
Valeurs personnelles et influences sociales	R. Millette (965-1802)	M			X
Sciences	P. Lalonde (965-1802)	P, M			X
Shared Discovery	A. Robbins (965-5982)	P			X
Une découverte partagée	N. Wilcox (965-5982)	P			X
The Conservation of Energy	J. Davis (965-5619)	P	X		
La conservation de l'énergie	P. Lalonde (965-1802)	P	X		
Visual Arts	R. Blackwell/ B. Stahlke (965-5658)	P, J			X
Arts visuels et plastiques	P. Lalonde (965-1802)	P, M			X

Conference highlight of addiction awareness week

Drug education must be the joint responsibility of the community and schools. That was the message of a one-day conference sponsored by the Drug Education Coordinating Council as part of Addiction Awareness Week. The Drug Abuse and Youth Seminar, held in Toronto on October 22, 1984, focussed on community, school and agency efforts to educate young people about substance abuse.

Drug education should include study of the physiology and biology of addictive substances, said Dr. Ronald Clavier, a clinical psychologist at the Clarke Institute of Psychiatry and assistant

professor of psychiatry at the University of Toronto. "Students should be able to see the consequences of drug intake, the actual breakdown of cells." He identified the effect of drugs as a "temporary aberration" that is chemically induced and stressed the importance of "compassionate" handling of drug users.

TOC ALPHA (Taking on Concerns About Life, People and Human Achievements), a youth group concerned with drug and alcohol education, encourages lifestyles free of artificial stimulants. The 25-year-old organization, an outgrowth of Alcohol and Drug Concerns Inc., tries to

show young people of 14 to 21 how to enjoy themselves without "chemical crutches". One of TOC ALPHA's goals is the introduction of clubs within the high schools where teenagers can talk to their friends about drugs and alcohol. Within a few months, says TOC ALPHA president, Greg King, the group hopes to kick off a pilot project of "youth for youth by youth" in a school in Eastern Ontario.

PAD (Parents Against Drugs) began two years ago when two families discovered their children were using drugs and has since grown to 6,600 members across Ontario. PAD has a three-pronged

approach to drug education: a students-helping-students program, guest lecturers in the schools and parent support groups.

Like PAD, Drug and Teen Awareness (DATA) is primarily a parents' group concerned about teenage drug abuse. The community association of Morrisburg residents was formed four years ago following the first "DATA" day, where information on drugs was passed on to teenagers. Now Morrisburg stages an annual DATA day with educational speakers, former drug users and "straight" school children. DATA members also speak at the meetings of other community organizations and act as resource people at local schools.

Ontario pharmacists have developed a comprehensive program of drug education through PADA (Pharmacists Against Drug Abuse). Their pilot program, launched earlier this year, is part of a larger campaign introduced by PADA in the United States. In Canada, the pharmacists' group has worked closely with the Council on Drug Abuse (CODA) and the Ontario Pharmacists' Association to introduce a Canadian educational package, including public service announcements, a brochure, titled "A Pharmacists' Guide to Drug Abuse," referrals to professional agencies, a pamphlet, *The Kinds of Drugs Kids Are Getting Into*, and professional support for like-minded community programs. The kits and brochures are now available at 1,850 Ontario pharmacies. PADA plans to expand nationally next year with the help of provincial pharmacies, pharmacists' associations and community groups.

VIP (Values, Influences and Peers) is a joint program of the Ministry of Education, Office of the Solicitor-General and the Ontario Provincial Police. VIP began last year as a pilot project in French and English in eight schools across Ontario. The two-to-three-month program is a behavioral, rather than clinical, approach to drug education. VIP addresses the following needs: to develop self-esteem and reasoning skills; help students recognize peer pressure; offer ways of coping with the pressure; and alter anti-social, drug-induced behavior.

VIP is divided into segments that are studied in school and reinforced through field trips to emergency clinics, courts and police stations. In "Values and Standards," young people are taught to recognize they have a set of values that change through external influences. "Fronting," they learn, is the process of creating impressions, for instance, that they are "straight" when they are really intoxicated. "Putting Others Down" shows how youngsters convince their peers to act anti-socially. "Peer Pressure" teaches ways to recognize positive and negative input from friends; "Decision-making" provides a pattern for developing reasoning skills; "Authority and Authority Figures" explains the legal consequences of drug activity; "Being Truthful" shows the benefits of honesty; "Dangers of Drugs" offers clinical information on drugs; "Vandalism and Destructive Behavior" shows another adverse influence of peer pressure; "Shoplifting is Stealing" tells the truth about seemingly petty acts of theft; "Youth and the Law" deals

specifically with the Young Offender's Act; and "Friends and Friendship" returns to the course theme of values and standards.

Project SLAP (Straight Look at Pot) is a five-month in-school public education campaign aimed particularly at marijuana abuse in the Windsor school system. Started as a pilot project involving five Windsor secondary schools and students from six non-participating schools, the joint Addiction Research Foundation and Windsor Headmasters program educates both students and parents. SLAP includes written material, a parents' education section on marijuana and alcohol, follow-up testing of students and guest speakers as resource people.

Drug Awareness Week (DAW) is an integrated approach to drug education in Markham District High School. Five years ago, the school decided to provide useful drug information throughout the entire curriculum. For instance, a science lecture might discuss drug filtration. English classes are given drug data and asked to write a newspaper article, which is later compared to an actual story. Neil Gallichan, Vice-Principal of Markham District High School, calls the integrated model an "insidious education of students about drug abuse" that includes not only information in each course but also police demonstrations of breathalyzer tests and Addiction Research Foundation handouts.

KAIROS (Greek for "time of beginning") started in Kingston as a foster home treatment for children with drug or behavioral problems, but has since become an out-patient service that treats up to 125 young people each year. "Lots of these kids would otherwise go to jail," says KAIROS's Gerry Fast. "The first kids we saw were in their late teens. They were jobless and homeless and were committing b&e's (break and entries) to support their habit. We decided we wanted to get to kids before they had problems with the law."

KAIROS operates a nonjudgmental counselling and referral service and 24-hour hotline to discuss high school students' drug involvement. "We ask them questions about their friends, home life and hobbies," Fast says. "It doesn't really matter where they come from, but what their reactions are to different situations. KAIROS's aim is not just to scare kids out of drugs."

The Addiction Research Foundation plan for the 1980s focusses on pre-adolescents as well as adolescents through its three programs: Butt It Out (for 6 to 9-year-olds); Cannabis (10 to 14-year-olds); and Me and My Friends and Our Booze (15 to 17-year-olds). ARF also coordinates projects with the Ministry of Education, Ministry of Health, Toronto Board of Education and TVOntario, including videotapes on alcohol and immigrant women's use of tranquilizers.

The Peel Regional Police Force offers its own videotape on drinking and driving as part of HARP (Highschool Accident Reduction Program). The police department's main interest is the connection between excessive drinking and dangerous driving. The five-phase project includes classroom discussions with crown attorneys, law enforcement officers, coroners and representatives of The Peel Board of Education.